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ABSTRACT

The guide is intended for use by Alberta's (Canada) local school authorities developing a language arts program in a language other than English or French. In these partial immersion programs, instruction is provided in a language other than English or French for 25-50% of the school day. The first section describes the development of the curriculum framework and the learner expectations central to it. The second section outlines briefly how the framework is designed to be used. Section 3 expands on curriculum components: the rationale for offering such programs; 13 basic principles concerning the nature of language, child development, and the language learning process that guide the curriculum design; the general and specific learner expectations of a partial bilingual program; required and elective components; program organization; planning for instruction and evaluation; and planning for transfer of language learning through existing student skills. Charts detail specific skill expectations for each of four grade levels (3, 6, 9, and 12) for each of 6 general affective, language learning, and cultural awareness expectations. The relevant section of Alberta legislation regulating partial bilingual programs is appended. (MSE)

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FRAMEWORK FOR A LOCALLY DEVELOPED LANGUAGE ARTS CURRICULUM (ECS – GRADE 12)

FOR A LANGUAGE OTHER THAN ENGLISH OR FRENCH

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LANGUAGE SERVICES

Alberta EDUCATION

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FRAMEWORK FOR

A LOCALLY DEVELOPED

LANGUAGE ARTS CURRICULUM

(ECS – GRADE 12)

FOR A LANGUAGE OTHER THAN ENGLISH OR FRENCH

Alberta Education
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Introduction

This document is intended for use by local school authorities who wish to develop a language arts program in a language other than English or French. Locally developed bilingual programs are currently offered in five languages: Arabic, German, Hebrew, Mandarin and Polish.

In Alberta, the term *bilingual program* is used to denote a partial immersion program in which instruction is provided in a language other than English or French for from 25 per cent to 50 per cent of the school day. Such programs have been possible in Alberta since 1971 when the School Act was amended to permit any language to be used in Alberta schools as a language of instruction. The regulations which accompany the School Act ensure that students in a bilingual program will also receive part of their education in English. The appropriate sections of the School Act and regulations dealing with bilingual education are reproduced in Appendix A.

PART I

Development of the Framework

Since 1974, six bilingual programs have been established in Alberta schools; five of these are locally developed. Alberta Education has developed provincial curriculum and resources for the Ukrainian Bilingual Program, which began in 1974 with more than 100 students at the grade 1 level. To establish minimum provincial standards for bilingual education program development, Alberta Education has developed this service document for school boards: a framework for the local development of language arts curricula for instruction in languages other than English or French.

The development of this framework has been coordinated with the revision and articulation of the Ukrainian language arts programs for grades 1-6, 7-9 and 10-12.

In the fall of 1988, Edmonton Public Schools began developing generic outcomes, expectations and indicators for the language programs it offers. At the invitation of the Edmonton Public School Board, the staff of Alberta Education who were revising the Ukrainian language arts program and preparing this framework began working with the Edmonton Public Schools team.

Development of Learner Expectations

The result of this cooperative effort was a document entitled Learning Outcomes – Languages Other Than English. This work has served as the major source for the general and specific learner expectations included in this framework.

To define expectations for language programs, the Edmonton Public Schools/Alberta Education team first looked at the broad domains of learning which a language arts program in a second language should include. Five such domains were identified: communication, experience, culture, general learning and language accuracy.

Next, committees of teachers representing all levels of all language programs offered by Edmonton Public Schools set about identifying outcomes (general learner expectations) and specific expectations in each of the five domains. The development team reviewed the results of the committees' work and used this information to develop generic outcomes (general learner expectations) and specific expectations. The team also chose indicators for the generic expectations that are applicable to a variety of different language programs.

PART II

How to Use the Framework

This framework is a service document, designed to assist local school authorities who are developing their own language arts curricula for bilingual programs.

The framework states, in generic terms, the components of a language arts program in a language other than English or French. These components include: a rationale and philosophy, general and specific learner expectations, and statements on required and elective components, program organization, planning for instruction and evaluation. These generic components are designed for adaptation to specific programs. Local developers might choose to use the general and specific learner expectations without adaptation, but indicators will still have to be developed according to the recommendations in the section entitled "Planning for Instruction and Evaluation." Teachers in each bilingual program will likely require guidance in the difficult matter of monitoring or planning for the development of accuracy in the target language. To address this need, school jurisdictions may decide to develop a teacher resource manual for each language arts program.

PART III

Framework Components

A. Rationale

Rationale for Offering a Language Arts Program in a Language Other Than English or French

Alberta Education's "Language Education Policy for Alberta" (November 1988) recognizes that language is the primary form of human communication. The policy states:

> Language is essential to the intellectual development and socialization of children and basic to all learning. Language contributes to personal growth and cultural enrichment. It represents a major means of interpreting reality and expressing the unique experiences of individuals and of different cultural groups. In addition to serving as a source of individual, group and cultural identity, language is the major medium for transmitting knowledge and past achievements and ensuring contact between generations. Languages share many universal features which make all humans similar to each other and distinct from other living things. Skilled and proficient use of language also contributes to economic and social success.

The policy states that the government of Alberta respects the multicultural nature of the province and acknowledges the wishes of parents who belong to a variety of cultural groups. Therefore, Alberta Education provides opportunities for students to learn a variety of languages.

In the 1970s the Government of Canada initiated its multiculturalism policy which encourages ethnic groups in Canada to maintain and develop themselves as distinct groups in Canadian society and to share their language and culture with other Canadians. Section 27 of the Charter of Rights and Freedoms of 1981 affirms Canada's commitment to the preservation and enhancement of our multicultural heritage. As well, Section 15 guarantees all Canadians equal benefit of the law without discrimination based on race, national or ethnic origin, color, religion, sex, age or mental or physical disability. In 1984, the Government of Alberta also affirmed its commitment to multiculturalism by passing the Alberta Cultural Heritage Act.

The 1989 Canadian Multiculturalism Act recognized multiculturalism as a fundamental characteristic of Canadian society. The Act promotes the full and equitable participation of individuals and communities of all origins in Canadian society and seeks to preserve and enhance the use of languages other than English and French while strengthening the status and use of the official languages.

In 1971 the Alberta School Act was amended to allow any language, in addition to English, to be used as a language of instruction in Alberta schools for up to 50 per cent of the school day. Since then several bilingual programs have been established to serve the educational needs of native speakers of a particular language and of children who wish to learn that language as a second language. Bilingual programs are not restricted to children of a given background and thus give children of various origins an opportunity to share in the cultural life of a given community and provide them with the key to another culture – the language.

For children who speak a particular language, either born in Canada or abroad, a bilingual program is a means of developing and maintaining their sense of self-worth and strengthening their psychological ties and emotional bonds with their families and their community. The program facilitates their transition from home to school, especially in the early years.

For children who do not speak the language, a bilingual program provides opportunities for personal development and possibly the economic advantages which language learning can provide. As well, students in bilingual programs receive subtle metalinguistic, academic and intellectual benefits.

Children in a bilingual program receive at least half of their education in English, the predominant language in Alberta society, and have opportunities to learn French as well.

B. Philosophy

Philosophy of Language Arts in a Language Other Than English or French

The following fundamental principles (relating to the nature of language, child development, and the process of language learning) provide the theoretical framework for the development of language arts for a bilingual program. These thirteen principles are stated in question form.

1. Does the program aim for life-long applications?

The acquisition and development of language arts skills in the target language broaden students' views, add new dimension and flexibility to thinking through

exposure to a new cultural experience and value system, and provide a new perception of the world as well as an understanding of multiculturalism in Canada. The potential results for students include: enriched use of leisure time through the enjoyment of literature, theatre, radio broadcasts, cinema, public speaking and recorded music; fuller and more active participation in community life; and, opportunities to be active members or future leaders of their communities in Canada. The program supports further development of the cultural group's identity within Canada's multicultural mosaic.

2. **What are the purposes of a language program?**

We use language to explore ideas and experiences, to construct meaning and to communicate our understandings. An effective language program requires students to use the language to make sense of their world and communicate their findings. Students are challenged to engage in thinking at higher levels about meaningful topics and choices, including their own strategies and processes of thinking. A balanced language program promotes students' all-round development (cognitive, affective, psychomotor), and assists them in coping with developmental changes by providing opportunities for social, emotional, moral, intellectual and creative growth. A successful language arts program harmoniously reflects the culture of the given community, as language and culture are closely interconnected. It guides students to understand and appreciate the values, attitudes and behaviors of that community, and encourages students to value cultural pluralism in a global society and appreciate diversity in thinking, acting and feeling.

3. **Is the interrelatedness of language skills evident?**

   In language use viewing, listening, speaking, reading and writing are interrelated. Students come to realize the unique function of each process as well as their interrelatedness by participating in language learning activities which incorporate meaningful uses of language and relate skills and content. Once reading and writing have been introduced, oral and written language development become closely interrelated, each affecting the other.

4. **Is "integration" being achieved?**

   Integration is a means for internalizing or incorporating new knowledge into the student's existing construct of knowledge. Language skills are linked to each other in a meaningful way by cutting across subject matter lines and across the language strands (reading, speaking, listening, writing, viewing) to focus on the wholeness of knowledge and relating studies to personal experience. Language teachers consider prior knowledge of the child and encourage further learning and growth. All content subjects taught in schools become opportunities for language learning.

5. **Is interaction among students occurring?**

   Language acquisition occurs primarily through active involvement in concrete situations. Group activities, effectively planned and monitored by the teacher, provide a means for interaction by allowing students to share ideas and ask questions and by involving the whole learner in the experience of language as a network of relations between people, things and events.

Through cooperative interaction in activities which foster initiative, through free, active exploration, and through cooperative intellectual effort, students formulate thoughts, feelings and ideas which develop their language ability.

6. **Are students given enough time to practice basic skills?**

   The development of higher level language skills initially requires controlled processing of basic language skills. In controlled processes, the individual makes use of information stored in short-term memory to carry out a cognitive task. With sufficient practice and application, communication skills become automatic; they require less effort and language usage becomes more accurate.

7. **Do activities and resources provide for variation?**

   In learning a language, students need to acquire the ability to vary their language appropriately when dealing with different people in different situations for different purposes, and they need to gain confidence in using the target language in a range of functions and contexts. They need to become aware that differences in geography and the social environment have fostered the development of various forms of a given language. Therefore, they must have the opportunity to hear and use appropriate language forms in a variety of situations and when communicating about various topics requiring varied language functions, both within the classroom and outside of it. Teachers must accept and respect the unique language development and learning style of each student and provide for language

growth in a classroom environment characterized by mutual respect, acceptance and trust.

8. **Do language activities take into account students' experiences?**

Experience and language are closely interwoven in all learning situations. Therefore, students need to have opportunities to participate in experiences which require use of the language both in the classroom and outside of it.

As students enter into, comprehend and react to a wider variety of experiences presented in increasingly differentiated contexts, they gain in their ability to use language. Authentic print and non-print materials broaden language experiences at school; field trips to stores, restaurants, museums and other community facilities where the language is spoken can expand students' experiences outside the school. Student exchanges (with countries where the language is spoken) provide opportunities to live in an environment where the language predominates in all aspects of daily life.

Students' experiences are expressed through speech and writing. Using these forms of expression, students learn to organize, interpret and communicate.

As students develop concepts and understandings, there is a continuous building from concrete experiences and discovery toward more abstract study and learning, thus facilitating higher levels of thinking. Language activities take into account students' past experiences, reinforce them and provide totally new experiences.

9. **How are language skills being expanded?**

   Language expansion, especially oral language development, occurs primarily through active involvement in meaningful situations. The development of language skills, which is tied to the development of cognitive/thinking processes, is facilitated through contextual support and teacher mediation. Embedding learning in purposeful contexts makes classroom learning meaningful. Through teacher mediation or guidance, students are directed to higher levels of thinking and become aware of their own thinking skills. By stepping back and examining all aspects of the language learning process, the student makes the language learning situation as meaningful as possible.

10. **When reading, are students interacting with the text?**

    Reading is an interaction between the reader (with his/her experiences, expectations and personal views) and the text. Students' experiences with reading and literature facilitate language acquisition, lead to personal growth and foster a greater appreciation of culture and cultural differences among community members. When students read silently, they focus on the content: good readers sample the text; predict, confirm and reject possible meanings; question, look for answers, form new questions; and classify information. Oral reading is most effective when done in small groups, or as choral reading. This removes the anxiety about errors which is an obstacle to comprehension.

    Having students respond personally to what they have read helps them relate the content to their own

experience and reflect upon what the selection in whole or in part means to them. Such responses can combine the interrelated processes of reading and writing to nurture higher level thinking skills, which develop when the student is actively involved and cognizant of the process.

11. Are writing skills developed through a systematic process?

Through writing, as through speech, students can develop, express and share thought, emotion and experience. Through personal writing, the child clarifies his own values, and shares them and compares them with those of others. Through personal writing, students further develop thoughts, emotions and experiences obtained through viewing, listening, speaking and reading, and become sensitive to different purposes and audiences in communicating.

Transactional and poetic writing allow for the polishing of well-developed thoughts, emotions and experiences. Particularly in the higher grades, students' writing is a process which involves several steps (drafts), culminating in a finished product which can be shared with others. The ability to write well is based on:

- ability to organize and convey information;
- knowledge of the rules of the language needed to organize and convey information well; and,
- use of various techniques that facilitate identification and application of suitable content.

The students' ability to use reference tools fosters the development of writing and independent functioning in the language.

12. Is technology being used advantageously?

The use of technology in the classroom in practical, purposeful language-learning situations fosters language development and language use. Students learn that the media (newspaper, radio, cinema, video and recorded music) each present ideas in their own characteristic way. Activities using these types of resources are integrated contextually into the program. Mass media literacy, which is developed through an intelligent exploration of the techniques used for conveying ideas, allows students to react to and discriminately use authentic mass media. Computers, when used interactively, foster language learning.

13. Are students being evaluated through an ongoing process?

Evaluation is an ongoing part of instruction and is best done through regular observation of students' performance in daily classroom activities. Since language learning occurs primarily through active involvement in language situations, evaluation provides for as much active involvement of students as possible and is based on assignments which arise from classroom activities and students' personal experiences.

Evaluation is needed to identify areas of strength or weakness and in planning for instruction. Formal means of evaluation, such as examinations and assignments, or informal recording of students' behavior, feelings and attitudes, can be used to document student achievement.

Self-evaluation and peer-evaluation can also measure progress and identify areas of strength or weakness.

C. General Learner Expectations

The general learner expectations describe, in broad terms, what knowledge, skills and attitudes students should be able to demonstrate as a result of their learning experiences in language arts in a bilingual program.

Six general learner expectations are proposed for language arts in a language other than English or French.

1. Students will have the ability and desire to read, listen, and view for a variety of purposes.
2. Students will express thoughts and feelings for a variety of purposes and in a variety of situations.
3. Students will respond to literature and other art forms.
4. Students will appreciate and participate in the culture.
5. Students will use the language as a medium for cognitive, affective, and social learning.
6. Students will have the knowledge of the language and the skills necessary to interpret and express ideas.

D. Specific Learner Expectations

The specific learner expectations expand on each of the general learner expectations. They are explicit statements about what students are expected to achieve. Twenty-four

specific expectations are proposed, with specific variations for the grades 3, 6, 9 and 12 levels, as benchmarks or standards to indicate stages of students' development in language arts skills in languages other than English or French. Each expectation is illustrated by at least one sample indicator – evidence that students have met an expectation. **Indicators are examples only.**

To demonstrate growth at various grade levels, the expectations are formulated in the context of expanding knowledge, skills and attitudes. The specific expectations show movement from the concrete to the abstract, from controlled activity to spontaneous expression, from teacher direction to self-direction and self-monitoring, and from the self to one's peers and society at large. The proposed General and Specific Learner Expectations are presented on pp. 21-30.

E. A Note on Required and Elective Components

It is proposed that at the secondary level the instructional time for language arts in a language other than English or French be allocated as follows:

- 80% required component
- 20% elective component

The **required component** of the course should consist of all the expectations of the course.

The **elective component** should permit the teacher to:

- remediate or reinforce concepts, skills and attitudes in the required component;
- extend or enrich the program by introducing additional concepts, skills and attitudes appropriate to students' interests and their language development needs; and,

- effectively individualize instruction to meet the needs of both native speakers of the language and students learning the language as a second language.

F. Organizing a Language Arts Program of Studies

The framework proposes that a language arts curriculum (ECS-grade 12) for Alberta schools be organized around four aspects of language learning:

1. communication/experience (general learner expectations 1 and 2);
2. culture (general learner expectations 3 and 4);
3. general learning (general learner expectation 5); and,
4. language accuracy (general learner expectation 6).

G. Planning for Instruction and Evaluation

The framework identifies expectations for students in grades 3, 6, 9 and 12, and suggests indicators that may be used to assess whether or not the expectations have been met. These indicators are samples only. In using the framework to plan for instruction and evaluation, teachers should identify indicators that are appropriate to their students and their communities. If at all possible, teachers at each level (i.e., grades 1-3, 4-6, 7-9, 10-12) should identify appropriate indicators as a group and agree upon them as a staff. Such an approach will help to ensure continuity of growth within each level.

In identifying indicators for each grade, teachers can draw upon the following sources:

1. themes covered and skills developed in the learning resources which complement the language arts program;

2. the themes, topics, and skills developed in other subjects taught in the language;

3. an appropriate outline of language content used to guide teachers in monitoring or planning for the development of language accuracy, e.g., Alberta Education's 1991 document entitled Elements of the Ukrainian Language: A Teacher Resource Manual to Accompany Ukrainian Language Arts Program of Studies (ECS – Grade 12).

H. Planning for Transfer of Learning

Studies have shown that although the surface aspects of different languages such as pronunciation and fluency are clearly separate, there is an underlying cognitive/academic proficiency which is common across languages. This common underlying proficiency makes possible the transfer of cognitive/academic or literacy-related skills. Thus, first and second language skills are interdependent; that is, when skills are developed in one language, they will transfer to another. This principle is important in planning for instruction. To avoid unnecessary duplication of effort and to save instructional time, it is important to identify the course content that is common to both language arts programs being studied in the bilingual program. This common content should be taught only in one of the courses and reinforced in the other.

I. LEARNER EXPECTATIONS - LANGUAGE ARTS IN A LANGUAGE OTHER THAN ENGLISH OR FRENCH (ECS - GRADE 12)

Language Arts General Learner Expectation 1: Students will have the ability and desire to read, listen, and view for a variety of purposes.

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
1.1	• Obtain information from others and from simple reference materials. **Students** - use wall chart - question peers in a classroom survey	• Obtain specific information from teacher-selected sources. **Students** - get main ideas and supporting details from a film, native speaker, or subject-related reading such as social studies	• Obtain information from a variety of authentic sources in structured situations. **Students** - do background research to prepare for an interview	• Independently obtain information from a variety of authentic sources. **Students** - plan a trip using travel brochures, airline schedules, newspapers
1.2	• Recognize in familiar situations their own opinions and feelings and those of others. **Students** - identify "feeling" words in a story	• Recognize how one expresses personal feelings, ideas, and opinions. **Students** - categorize actions which express specific feelings - role-play a character	• Recognize ideas, opinions, and feelings about social issues that are relevant to them. **Students** - recognize problems or conflicts in literature	• Understand ideas, opinions, and feelings related to current issues. **Students** - identify an editorial position - locate examples of bias in a newspaper article
1.3	• Recognize persuasive words and phrases in familiar language. **Students** - react appropriately to directions - recognize exaggeration	• Recognize persuasive messages in language. **Students** - discuss use of persuasive techniques in advertising	• Recognize the effectiveness of a message containing persuasive elements. **Students** - identify persuasive techniques in an advertisement	• Understand obvious and subtle persuasive elements in language. **Students** - identify persuasive strategies in a political pamphlet - independently analyze an ad

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
1.4	• Follow a short series of oral or written directions or simple procedures. **Students** - follow instructions in workbook	• Follow a series of oral or written directions or a procedure. **Students** - follow the rules of a game - bake using a recipe	• Understand written, oral, and visual instructions to carry out a complex task, with teacher or peer assistance. **Students** - use written and visual clues in a treasure hunt	• Independently use written instructions and instructional diagrams in following a procedure. **Students** - fill out a job application - fill out a personality test
1.5	• Enjoy the creative elements of language. **Students** - read a picture book - memorize tongue twisters	• Recognize and enjoy creative or imaginative elements of language. **Students** - distinguish fact from fiction - react to a pun or joke	• Understand how imaginative techniques contribute to effective expression. **Students** - identify use of imagery in a poem	• Use imaginative techniques which contribute to effective expression. **Students** - analyze the use of imagery in a poem

Language Arts General Learner Expectation 2: Students will express thoughts and feelings for a variety of purposes and in a variety of situations.

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
2.1	• Present information of personal interest within the classroom. **Students** - list family members - orally describe a recent family event	• Effectively organize and present information of interest to their peers. **Students** - contribute article to school newspaper - correspond with peers in other schools	• Convey information on personal and societal topics in structured situations. **Students** - report facts about the seal hunt	• Effectively organize and present to various audiences information of general interest. **Students** - write a curriculum vitae or resume for an application - prepare and give a speech
2.2	• Share personal opinions, ideas, and feelings. **Students** - suggest a game - contribute to a group story	• Share feelings; share and support ideas and opinions. **Students** - generate rules for classroom behavior - keep a journal	• Reflect upon and share ideas, opinions, and feelings about personal and social issues. **Students** - present a position on an issue	• Share ideas, feelings, and opinions, using appropriate form and tone. **Students** - write a letter to the editor - critique a film
2.3	• Elicit help or cooperation from others to fulfill personal needs. **Students** - persuade others to play a game - ask permission to borrow something	• Use persuasive elements in language. **Students** - write an invitation to a Christmas concert - write advertisements for school fund-raiser	• Use persuasive elements to suit intent. **Students** - role-play a real estate agent	• Determine issues of relevance to their peers and others and present them using appropriate persuasive techniques. **Students** - campaign for students' council - in a mock trial, determine guilt or innocence of defendant and determine appropriate sentence

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
2.4	• Present simple oral directions and procedures. **Students** - use ritualized phrases to conduct an exercise break	• Present directions and procedures orally and in writing. **Students** - write a recipe - explain how to care for a pet	• Communicate concise instructions in concrete, structured activities. **Students** - develop a game and explain the rules	• Independently write or orally present a course of action of relevance to their peers or others. **Students** - prepare advice on how to study for exams - explain how to prepare for a job interview
2.5	• Use language creatively in structured situations. **Students** - provide an alternative ending to a story	• Use teacher-identified techniques to enhance expression. **Students** - write a paragraph using exaggeration	• Use selected imaginative techniques to contribute to effective expression. **Students** - write a poem in ballad style	• Use a variety of techniques to enhance expression. **Students** - write a short story illustrating the irony of a situation

Language Arts General Learner Expectation 3: Students will respond to literature and other art forms.

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
3.1	• Respond personally to literature of interest to children. **Students** - draw a picture in response to a poem or story	• Respond personally to a variety of literary forms. **Students** - share personal memories evoked by a poem	• Interpret personally and begin to analyze works of art and literature. **Students** - present a poem through the medium of choral reading	• Respond critically to a variety of literary forms. **Students** - discuss characters' motives and actions in a literary work
3.2	• Use literature and other art forms to reflect creatively upon personal experience. **Students** - write a poem or story modelled on a pattern	• Use literature and other art forms to reflect creatively upon experiences of general interest. **Students** - write a proverb	• Use literature and other art forms to reflect creatively upon issues and experiences of relevance to themselves and their peers. **Students** - produce captions for existing cartoons	• Use literature and other art forms to reflect upon issues of universal interest. **Students** - comment on a controversial issue using a variety of forms
3.3	• Recognize the presence of literature and arts in the target culture in their immediate environment. **Students** - identify a picture of a famous artist	• Recognize the presence of literature and arts of the target culture in Canada. **Students** - collect pictures of buildings in Canada showing influence of target culture	• Recognize the literary and artistic forms that are characteristic of the target culture. **Students** - compare the fables of Aesop with the fairy tales of the Brothers Grimm	• Recognize the contribution of the target culture to world literature and the arts. **Students** - research and report on the life of a prominent musician

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
3.4	• Know names of some writers and artists of the target culture. **Students** - name the author of their favorite story	• Know basic facts about some important writers and artists of the target culture. **Students** - write a brief biography of a famous author	• Recognize that there is a relationship between the lives and times of authors or artists and their works. **Students** - develop a chart comparing episodes in a literary work with contemporary historical incidents	• Recognize the characteristic styles of writers or artists. **Students** - write a poem in the style of a particular author

Language Arts General Learner Expectation 4: Students will appreciate and participate in the culture.

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
4.1	• Recognize and be sensitive to characteristic cultural features. **Students** - match symbols with holidays	• Recognize and be sensitive to differences or similarities between cultures. **Students** - produce a multicultural calendar - respect differences in dress and food	• Identify similarities and differences in world view of the target culture and other cultures. **Students** - become aware of how cultures celebrate their holidays	• Understand the impact of cultural characteristics on society. **Students** - debate Sunday shopping issue
4.2	• Recognize the elements of the lifestyle of the target cultural group in their immediate environment and personal experience. **Students** - plan a traditional holiday menu	• Recognize the contribution of the lifestyle of the target cultural group to the wider community. **Students** - plan a walking tour of Edmonton's Chinatown	• Recognize the contribution of target culture to Canadian and Western civilization. **Students** - identify origin of words of target language, e.g., place names - produce a multicultural restaurant guide	• Recognize that cultural diversity is characteristic of all societies. **Students** - report on communities of their target culture throughout the world
4.3	• Exhibit culturally appropriate behaviour in structured situations. **Students** - greet teacher appropriately	• Independently exhibit culturally appropriate behavior in familiar situations. **Students** - use polite form of address	• Know about behaviors appropriate to the target culture and be able to apply this knowledge beyond the classroom. **Students** - participate in traditional celebrations in the community	• Be able to function and contribute to the life of the cultural community in the Canadian multicultural context. **Students** - organize a Christmas party for seniors

Language Arts General Learner Expectation 5: Students will use the language as a medium for cognitive, affective, and social learning.

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
5.1	• Acquire concepts and develop learning strategies in subjects taught through the language in structured situations. **Students** - explain concepts about family in either English or the target language	• Practice a variety of learning strategies to acquire concepts in structured situations. **Students** - brainstorm possible sources of information for a social studies topic	• Recognize strategies which they apply to learning. **Students** - in a group, choose an approach to writing a report	• Consciously choose and use strategies appropriate to the learning situation. **Students** - advise peers on how to tackle a difficult text
5.2	• Demonstrate confidence by using the language in structured situations. **Students** - volunteer input into story produced by the class	• Demonstrate confidence by willingly interacting in the language with peers and teachers. **Students** - do a small group activity in the target language	• Demonstrate confidence by using the language at school and in the local community. **Students** - write a formal letter to an embassy or consulate - enjoy the performance of a play	• Demonstrate confidence by taking advantage of opportunities to use the language. **Students** - join a club - view films in the language
5.3	• Be aware of the benefits of a bilingual education. **Students** - enjoy singing in both languages	• Demonstrate pride in the uniqueness of their bilingual educational experience. **Students** - share a celebration with the rest of the school	• Demonstrate a personal understanding of the life-long value of a bilingual and multicultural education. **Students** - recognize that certain careers may require two languages	• Apply the knowledge and skills gained through bilingual education. **Students** - take part in a student exchange

Language Arts General Learner Expectation 6: Students will have the knowledge of the language and the skills necessary to interpret and express ideas.

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
6.1	• Express thoughts orally and in writing, using accurate, simple sentences. **Students** - provide personal information	• Express accurately thoughts of personal interest, orally or in writing, using simple and complex sentences. **Students** - in three sentences, describe a favorite sport	• Use several connected sentences to produce accurately a cohesive discourse. **Students** - write a paragraph on UFOs	• Formulate thoughts in extended discourse using a variety of connective devices. **Students** - write a narrative to produce a cohesive discourse
6.2	• Use correct word forms and word order to formulate simple messages of personal interest in structured situations. **Students** - write a sentence modelled on a pattern provided	• With teacher guidance, use correct word forms and word order to formulate messages of personal interest. **Students** - follow a model to talk or write about a favourite pastime - write a poem modelled on a pattern	• Monitor effectively, with teacher and peer input, the correctness of word forms and word order. **Students** - edit and revise a paragraph in a group	• Monitor independently the correctness of word forms and word order. **Students** - effectively use a grammar reference
6.3	• Understand implicitly the meaning carried by word form, word order, and individual words in simple contextualized oral and written statements. **Students** - connect pronouns with the nouns to which they refer	• Use their knowledge of word forms, word order, and individual words to understand simple narratives and conversations. **Students** - identify meaning of adverbs from knowledge of adjectives	• Use effectively knowledge of word forms, word order, and individual words to obtain and verify meaning from a variety of written and oral discourses. **Students** - listen to a tape and classify actions as past, present or future	• Independently make effective use of word forms, word order, and individual words to obtain and verify meaning while listening to or reading authentic language. **Students** - decode the meaning of unfamiliar words by using knowledge of roots, suffixes and prefixes

EXPECTATION GROUP	GRADE 3 STUDENTS ARE EXPECTED TO:	GRADE 6 STUDENTS ARE EXPECTED TO:	GRADE 9 STUDENTS ARE EXPECTED TO:	GRADE 12 STUDENTS ARE EXPECTED TO:
6.4	• Utilize learned vocabulary to convey meaning. **Students** - create a riddle based on a memorized dialogue	• Expand their vocabulary to convey meaning on topics of personal and general interest. **Students** - brainstorm list of synonyms and antonyms	• Employ known vocabulary and access needed vocabulary from sources identified by the teacher. **Students** - refer to a personal vocabulary list to enhance writing	• Ensure the precision of messages by independently accessing needed vocabulary. **Students** - check word usage in a dictionary

APPENDIX A

Legislation and Regulations Governing Bilingual Programs

School Act

School Act (1988)

Other Languages of Instruction

6 (1) A board may authorize the use of French or any other language as a language of instruction.

(2) The Minister may make regulations governing the provision of instruction in any language authorized under subsection (1).

Regulations

Alberta Regulation 38/39

Languages Other Than English or French Regulation

Commencing program

1 A board may, by resolution, authorize a program that offers instruction in any language other than English or French in a school and the board on passing such a resolution shall inform the Minister in writing.

Instructional time

2 (1) A board shall ensure that English is used as the language of instruction for not less than 50% of each school day for each student or an equivalent amount of time in a semestered program.

(2) Notwithstanding subsection (1), a board may commence a 3rd language course if English is used for not less than 35% of each school day for each student or an equivalent amount of time in a semestered program.